

Priority Schools: Overview

Presented by: Michigan Department of Education

Overview of the Session

- What is a Priority School?
- How was our school identified as a Priority School?
- How can I review our school's data?
- What does this mean for our school?
- What are the next steps?
- What supports will be provided to assist with this effort?



What is a Priority School?

- Identified in bottom 5% if Michigan's Top-to-Bottom list of schools
- Any school with a graduation rate of less than 60% for three consecutive years
- Any school that received SIG funds to implement a turnaround model
- Any school identified in 2010 or 2011 as a PLA (Persistently Low Achieving) School



Priority School "Cohorts"

- Any school identified as a Priority School joins a "cohort" named for the first year of identification
- Schools first named this year are part of the "2013 cohort"
- The 2013 cohort of Priority schools will be under the supervision of the State Reform Officer for 4 years - until the end of the 2016-17 school year
- This allows support and review of progress over multiple years to ensure sustained improvement



How was our school identified as a Priority School?

- Top-to-Bottom ranking of schools
- Ranking applies to all subjects tested in the school (not just mathematics and reading)
- For more information about the Top-to-Bottom metrics, as well as tools for data analysis:
 - http://mi.gov/ttb



What does this mean for our school?

- 12 specific requirements of building and district
- Schools need to develop a reform/redesign plan using one of the four intervention models established by USED
- Plans need to be approved during the 2013-14 school year for implementation through the 2016-17 school year
- Plans need to address all requirements of the chosen reform/redesign model
- Plans will be monitored to track plan implementation, progress, and improvement



1. The Reform/Redesign Plan

Four year reform plan using federal intervention models

Transformation - addresses 11 requirements including replacing school leadership, educator evaluation and reward/replacement policies, use of data to inform PD and instruction, family engagement, and operational flexibility

Turnaround - similar to Transformation, but also replace 50% or more staff, and change governance **Restart** (Close and restart with new management as a charter school)

Closure



1. The Reform/Redesign Plan

- Incorporates components of the School Improvement Plan; focusing on rapid turnaround
- Should be supported by multiple sources of data and research-based practices
- Requires both school and district involvement from multiple stakeholders
- Should be based upon input from a reform team from the school and district



I. Reform / Redesign Plan Personnel Considerations

- Turnaround and Transformation plan require evidence of turnaround competencies for building leadership
- Turnaround plan also required release and rehiring of up to 50% of staff
- HB 4628 amended Public Employment Relations Act to prohibit collective bargaining on:
 - Teacher placement or personnel decisions
 - Employer's performance evaluation system
 - Discharge or discipline of employees
 - Classroom observation decisions
 - Performance-based method of compensation
 - Parental notification of ineffective teachers



1. Reform / Redesign Plan Curriculum and Instruction Considerations

- School must use data to inform curriculum and instruction decisions
- Use of research based instructional program
- Alignment to Common Core State Standards
- Vertical alignment of standards
- Differentiation of instruction
- Increased instructional and collaboration time
- Use Surveys of Enacted Curricula (SEC) to gather process data on curriculum and instruction



District Efforts for Non-Title I Priority Schools

- 2. Conduct a district-level professional dialogue about the system changes required to support their Priority (and Focus) schools
- Focused on rapid changes identified in building level dialogues
- Report conclusions through ASSIST
- 3. Report to the local Board of Education on a quarterly basis about progress in the Priority schools



District Efforts for Title I Priority Schools

- 4. Assign a district representative to be part of your Title I Priority School's *School Support Team*
- Forms a base to support writing and implementation of the plan
- Includes a School Improvement Facilitator from the ISD/ESA, district representative, and MSU-assigned Intervention Specialist



5. Work with MSU Specialists to conduct district-level dialogue about changes required

District Efforts for Title I Priority Schools

- 6. Obligate 20% of LEA Title I Allocation for specific supports for the identified Priority Schools
- All regular Title I rules apply for set-asides
- See other presentations on Choice / Transfer and Title I requirements for greater detail at:
 - http://mi.gov/priorityschools
- 7. Letter of Identification / Notification to Parents See presentation at site below:
 - http://mi.gov/priorityschools



Building-level Efforts for All Priority Schools

- 8. Conduct a building-level "diagnostic dialogue" with stakeholders to examine data and determine changes in teaching/learning practice
- Often is a multi-step or ongoing practice
- Post "Big Ideas" identified during the dialogues in the Priority Diagnostic on ASSIST (AdvancED)
- 9. Implement the Superintendent's Dropout Challenge. More information at:
 - http://mi.gov/dropoutchallenge



Building-level Efforts for Title I Priority Schools

- 10. Schedule a pilot Reporting Meeting in the spring with the School Support Team for training to implement Instructional Learning Cycles (ILCs)
- 11. Administer the Survey of Enacted Curriculum (SEC) to core content teachers before the end of the 2013-14 school year, and again the following year



- 12. Obligate 10% of the building's title I fund allocation for specific support of reform plan efforts. More information at:
 - http://mi.gov/priorityschools

What supports will be provided to assist us?

- Intervention Specialist for Title I eligible and receiving schools
- Technical assistance meetings
- Surveys of Enacted Curriculum (SEC) and other process tools to support curriculum alignment and instructional or operational practices
- Planning and implementation resources / info
- Various professional learning opportunities in areas of leadership, instruction, and reform plan implementation



What are the next steps?

- Communicate status to school and community
- Identify a reform plan team for school/district
- Review data and reform/redesign plan resources
- Review Title I funding for set-asides
- Participate in data gathering and analysis process to inform plan development as outlined previously
- Participate in Technical Assistance events to learn details of the process, and work with the Statewide System of Support for assistance



Planning Timeline

- August 13 (evening only) Priority School
 Orientation at Lansing Center
- August 14 (full day) Technical Assistance Meeting at Lansing Center (Up to 2 District and 2 School staff per Priority school)
- August / September
 - Work with ISDs and Specialists on planning efforts and review of instruction and data
 - Engage in building and district level dialogues with Intervention Specialists (Title I Schools)



Planning Timeline Continued

- August 26 Priority Schools placed under School Reform Office (SRO) supervision
- October 8 Draft plan submission to AdvancEd
- October 28 Feedback on draft plan at Lexington Hotel in Lansing
- November 25 Plan submitted in AdvancEd



Resources

- For details of the metrics and diagnostic tools from MDE for Priority Schools
 - http://mi.gov/ttb
 - http://mi.gov/priorityschools
- School Reform Office Website:
 - http://mi.gov/mde-reform

